

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools):
(Check all that apply, if any)

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Charter	Title 1	Magnet	Choice

Name of Principal: Ms. Cynthia Schneider

Official School Name: Beaumont Elementary School

School Mailing Address: 1505 Gatewood Street
Green Bay, WI 54304-3375

County: Brown State School Code Number: 22890060

Telephone: (920) 492-2690 E-mail: ckschneider@gbaps.org

Fax: (920) 492-5565 Web URL: http://www.greenbay.k12.wi.us/beaumont/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Gregory Maass PhD Superintendent e-mail: gmaass@gbaps.org

District Name: Green Bay Area District Phone: (920) 448-2100

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Jean Marsch

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 26 Elementary schools
(per district designation) 5 Middle/Junior high schools
4 High schools
0 K-12 schools
35 Total schools in district
2. District per-pupil expenditure: 11271

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 4
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	24	17	41		6	0	0	0
K	20	18	38		7	0	0	0
1	27	15	42		8	0	0	0
2	23	23	46		9	0	0	0
3	18	22	40		10	0	0	0
4	24	23	47		11	0	0	0
5	22	23	45		12	0	0	0
Total in Applying School:								299

6. Racial/ethnic composition of the school: 4 % American Indian or Alaska Native
5 % Asian
7 % Black or African American
12 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
72 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 8%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	10
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	14
(3)	Total of all transferred students [sum of rows (1) and (2)].	24
(4)	Total number of students in the school as of October 1, 2009	299
(5)	Total transferred students in row (3) divided by total students in row (4).	0.08
(6)	Amount in row (5) multiplied by 100.	8

8. Percent limited English proficient students in the school: 6%

Total number of limited English proficient students in the school: 17

Number of languages represented, not including English: 2

Specify languages:

Hmong, Spanish

9. Percent of students eligible for free/reduced-priced meals: 51%
 Total number of students who qualify: 154

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 14%
 Total number of students served: 42

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>9</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>15</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>7</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>9</u>	<u>4</u>
Special resource teachers/specialists	<u>5</u>	<u>16</u>
Paraprofessionals	<u>5</u>	<u>2</u>
Support staff	<u>2</u>	<u>7</u>
Total number	<u>22</u>	<u>29</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 23:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	96%	95%	96%	96%	94%
Teacher turnover rate	5%	5%	5%	5%	10%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

In 2005-06, the teacher attendance rate was 94%. Since Beaumont is a small school, a small number of absences can negatively impact this percentage.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

PART III - SUMMARY

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Beaumont Elementary School is a public pre-K through fifth-grade school that encompasses cross-categorical and Cognitively Disabled-Severe (CDS) special education programs. Beaumont is located in the southwest part of Green Bay, Wisconsin, three blocks from the Green Bay Packers' Lambeau Field headquarters. Most Beaumont students live within walking distance to school. However, a small percentage of students attend Beaumont through the intra-district school choice program.

With an enrollment of approximately 300 students, Beaumont serves a diverse population that includes students from all socio-economic backgrounds. Presently, 51% of our students receive free or reduced breakfast and lunch. Our multi-cultural population includes Caucasian, Hispanic, Hmong, and African-American families. Language interpreters are available during conferences and on an as-needed basis.

As stated in the Green Bay Area Public School District's mission, "All learning. All growing.", we believe all children can learn. We provide a differentiated learning environment to best meet children's needs. Based on data, standards, and benchmarks, our school goals focus on improving student achievement in literacy and math. Math and literacy are often integrated into science, social studies, music, art, and physical education.

We implement a comprehensive research-based literacy program. Teachers use the Readers' and Writers' Workshop models to teach to individuals' specific needs. We are in the second full year of implementing a school-wide writing program that fosters the use of common language. Our use of the gradual release model of instruction facilitates the development of independent learners.

Beaumont's growth is attributed to the collaborative approach emphasized and practiced within our school community. We encourage parents and other volunteers to participate in students' learning. Our Building Leadership Team, Collaborative Learning Teams, Literacy and Math Teams, and grade-level teams continually use data to make informed decisions and guide instruction. We plan and attend professional learning opportunities to enhance learning and increase student achievement.

Programs that support our goals are varied. Reading Recovery, Title I, and Literacy Coach interventions provide supplemental support for at-risk learners, and special education staff work with identified students in both mainstreamed and pull-out programs. Parents and retired volunteers tutor students in literacy, math, and other areas as needed. We also participate in community outreach opportunities, welcoming the University of Wisconsin-Green Bay and St. Norbert College field students who teach and tutor our students. Community professionals such as safety officers, health care workers, Green Bay Packers team members, a local "The Biggest Loser" celebrity, and more visit or have visited Beaumont Elementary School to enrich our students' lives.

Beaumont's students participate in TRIBES Learning Communities that nurture their growth as productive citizens and lifelong learners. Our Collaborative Learning Teams have focused on literacy, math, technology, citizenship and behavior, push-in interventions, and parent involvement, resulting in a family-oriented environment.

Since we believe healthy children result in healthy minds, Beaumont Elementary School is a THRIVE school. We partner with our local Bellin Health healthcare facility to create a school-based framework that addresses population-specific determinates of health. We THRIVE to be the best we can be to increase learning and wellness.

The Beaumont Parent-Teacher Network (BPTN) is involved in numerous Beaumont activities that support the curriculum. They support academic initiatives and host activities that include the Fall Open House, Scholastic Book Fairs, Talent Night, field trips, Family Movie nights in the gym, swim sessions at

the YWCA, bowling at a local bowling alley, and various other family outreach activities. The BPTN also sponsors several fund-raisers to support our field trips, classroom curriculum, bookrooms, etc.

Beaumont parents are involved in decision-making through surveys and participation in the BPTN, Building Leadership Team, and Title I meetings. A weekly school wide “Classroom Connections” publication, monthly school newsletters, and BPTN flyers keep parents informed of classroom and school activities. Important news is sent to parents via the school wide weekly “Tuesday Envelope”, and information is posted on our school website.

Beaumont continually progresses through collaboration, professional learning, research-based instructional practices, and data use. Our focus on math, reading, and writing, supported by interventions, gifted and talented instruction, and after-school extended learning opportunities creates a positive learning environment in which all students can succeed. We set high yet attainable expectations for all students. Beaumont Elementary School was recently honored as a Wisconsin School of Recognition, yet we still strive to grow professionally and further improve student achievement.

1. Assessment Results:

Beaumont Elementary School administers the Wisconsin Knowledge and Concepts Examination (WKCE) in October and November. The WKCE is administered to third, fourth, and fifth graders. All students respond to multiple choice and short answer reading and math questions. Fourth-graders are also assessed in science, social studies, language arts, and writing. Students score *advanced*, *proficient*, *basic*, or *minimal* in each assessed subject. Individual and composite results are reported at the building, district, and state levels. Grade-level data is disaggregated by socioeconomic status, English language learner status, special education, ethnicity, and gender. The data determines compliance with Adequate Yearly Progress (AYP) expectations and is used to monitor growth, plan and provide professional development opportunities, and refine instructional practices. Additional WKCE information is available at <https://apps2.dpi.wi.gov/sdpr/district-report.action>.

In 2005-06, the percentage of Beaumont students who scored proficient or advanced on the WKCE math assessment was 9 points below the district and 12 points below the state. However, a positive trend lessened the gap each year. In 2009-10, the percentage of Beaumont students who scored proficient or advanced was 8 points *above* the district and 10 points *above* the state. The percentage of students who scored proficient or advanced in math increased 22 points, from 63% to 85%. Similarly, the percentage of Hispanic, low socioeconomic, and special education students who scored proficient or advanced increased by 23, 25, and 27 points, respectively. Despite these increases, a significant gap between special education and all students remained. To reduce this gap, teachers are strategically instructing students how to write thorough responses. Teachers emphasize math fact efficiency to increase problem-solving skills. Paraprofessionals provide extra support to the students. Students are highly encouraged to participate in extended learning opportunities, too. Additionally, the adoption of the Common Core Standards, subsequent materials adoption, and additional professional development will further close the achievement gap.

The reading trend is similar. In 2005-06, the percentage of Beaumont students who scored proficient or advanced in reading was 9 points below the district and 3 points below the state. In 2009-10, however, Beaumont *exceeded* the percentages of both the district and the state. The percentage of students who scored proficient or advanced in reading rose 9 points from 2005-06 to 2009-10. The percentage of students in the Hispanic, low socioeconomic, and special education subgroups who scored proficient or advanced rose 14, 6, and 8 points, respectively. Despite these increases, there was still a 41 point difference between special education students and all students. The gap continually lessens, though. In 2007-08, only 23% of special education students scored proficient or advanced. In the next two years, this percentage improved 24 points, to 47%. These results reveal a shrinking achievement gap between special education and all students. The decreased gap is a result of teachers ensuring that most special education students receive reading instruction through the classroom teacher *and* from the special education teacher. Paraprofessionals provide student support both in the special education and grade-level classrooms. Participation in professional development continues to play a key role in closing the achievement gap. Students are encouraged to participate in extended learning opportunities, too.

The 2009-10 reading data show a ten-point reading achievement gap between English Language Learners (ELL) and all students. From 2005-06 to 2009-10, the percentage of ELL scoring proficient or advanced rose 27 points. English language learners receive triple doses of literacy instruction through the ELL specialist, the classroom teachers, and either Title I or Literacy Coach interventionists. An ELL paraprofessional supports children in their classroom learning, and the ELL program has become more language based to increase vocabulary and comprehension. Additionally, students are encouraged to participate in extended learning opportunities.

We analyze test data to refine instruction and increase student achievement. As a result, we strategically teach students how to write thorough responses. Additionally, challenging question formats are explicitly taught through the use of released test items. Students use state-provided practice assessments, too. Released test items, test schedules, practice activities, and general test information is sent to the parents.

The WKCE is just one way to measure student achievement. Local Common Assessments based on standards and benchmarks are administered in reading, writing, and math. The Fountas and Pinnell Benchmark Assessment Systems measure reading fluency, word accuracy, self-correction rates, and comprehension. The writing assessment measures proficiency in the writing process, author's craft, and conventions. End-unit, mid-year, and year-end math assessments measure achievement of skills and concepts. Teachers appropriately modify assessments to match students' needs. Daily observations also play a critical role in instruction. Reading and writing data is entered into Zangle, an online student information system used district wide to monitor student growth. The data is used to make informed instructional and professional development decisions.

2. Using Assessment Results:

Beaumont Elementary School's staff members follow a systematic K-5 math, reading, and writing assessment protocol. We use data from various formative and summative standardized assessments to plan instruction specific to students' needs.

For example, in kindergarten, concepts of print, letter identification, letter sound identification, and rhyme are assessed to help teachers plan instruction. The Developmental Stages Writing Checklist is used to score writing and consequently group children for Guided Reading or intervention.

We systematically use the Fountas and Pinnell Benchmark Assessment Systems to identify K-5 students' reading levels on fiction and nonfiction text. Results of fluency, word accuracy, and comprehension are used to meet individual needs. Informal running records are also utilized.

Third- through fifth-grade students use the computer-based Read-About program to reinforce skills when reading nonfiction text. Data from Read-About assessments helps determine strengths, weaknesses, and reading levels and subsequently provides individualized computerized reading practice. Based on data, individualized leveled book lists are computer-generated for the students, thereby encouraging independent reading.

We assess baseline and year-end writing by using a universal prompt to which all children can write, regardless of background or experience. Writing is scored using the Linda Dorn, PhD (University of Arkansas-Little Rock/Partnership in Comprehensive Literacy) Writing Rubric. Results are used for instructional planning and progress monitoring. We observe and evaluate students' daily writing to monitor achievement of specific target skills and benchmarks throughout the year.

The district database tracks reading and writing data. Achievement levels are monitored and studied throughout the year and from year-to-year. Literacy, grade-level, Building Leadership, Collaborative Learning, and District Administration Teams and quadrants (geographically assigned quarters of the Green Bay Area Public Schools) make informed decisions based on student progress.

We participate in ongoing professional development. Our monthly Literacy, Building Leadership, and Collaborative Leadership Team meetings, as well as our Southwest Quadrant meetings all focus on using data to refine instruction and improve student achievement. To increase achievement, Beaumont Elementary staff members have already integrated the use of the Common Core Standards, which officially go into effect next year.

Math data also indicated need for improvement, so a Collaborative Learning Team focused on math achievement. Continued data studies have resulted in the use of common language that fosters

seamlessness between classrooms, across grade levels, and throughout the district. We participate in professional development opportunities and subsequently fine-tune instructional practices. Consequently, we increased our emphasis of student accountability and attainment of basic math facts to improve problem-solving. Grade level teams determined fact fluency benchmarks. Students meeting the benchmarks receive formal recognition. We offer after-school extended learning opportunities that support and enhance the curriculum.

Although literacy and math scores have increased, perpetual improvement is needed. We continually work toward even greater seamlessness and subsequent increased achievement.

3. Communicating Assessment Results:

Beaumont Elementary School's student performance is closely monitored and shared throughout the year. Parents receive letters explaining the results of the Wisconsin Knowledge and Concepts Examination (WKCE). Parents are welcome to meet with Beaumont Elementary staff to discuss results. School-wide WKCE data is submitted to and posted on the Wisconsin Department of Public Instruction website (<https://apps2.dpi.wi.gov/sdpr/district-report.action?district=2289>). The data is shared with the Building Leadership Team members, who in turn share the data and its implications with the entire school staff.

Four times per year, teachers submit results of the Fountas and Pinnell Benchmark Assessment Systems (for reading) to the building Principal, Literacy Coach, and Title I Teacher who help classroom teachers and specialists monitor student progress. Data from unit, mid-year, and end-year math assessments are shared at grade-level, Building Leadership Team, and staff meetings. Teachers send monthly Guided Reading groups and math facts data to the principal. Through phone calls, notes, conferences, and trimester report cards, teachers share student performance data with parents or legal guardians. Teachers share performance levels and expectations with students through individual conversations. Students meeting math facts expectations are honored and announced via the school newsletter, website, and hallway displays. Math and literacy data is submitted to the district Accountability Office, where proficiency levels are also monitored.

Teachers schedule collaborative consultation meetings when concerned with student progress. During consultations, the principal, social services staff members, literacy coach, classroom teacher, and applicable specialists discuss student history, past and present interventions, current issues, etc. to determine how to best meet the students' needs. Parents typically participate in the consultations, too.

The Literacy Coach generates reports and communicates reading and writing data by grade level, primary/intermediate, and whole building. An end-of-year building report summarizes all academic, behavior, and attendance data. The Building Leadership Team participates in a fall data retreat to plan the sharing of information. As cell size allows, data is compared according to gender, ethnicity, English Language levels, special education placement, socio-economic status, grade level, etc. Year-to-year comparisons help to monitor progress and plan accordingly. Staff members collaboratively utilize data to set building goals that oftentimes serve as Southwest Quadrant goals. The Building Leadership Team members, staff, and district administrators discuss data. The Building Leadership Team's parent representative shares the information with the Beaumont Parent-Teacher Network, and every fall, the Title I teacher shares the data during the building-wide parent meeting. At Beaumont Elementary School, the study and use of student performance data is ongoing to help our students achieve to their greatest potential.

4. Sharing Lessons Learned:

Throughout the year, Beaumont Elementary School's principal and curriculum representatives meet with other Southwest Quadrant schools (schools geographically located in the southwest ¼ of the Green Bay School District) to discuss successes and generate ways to refine instruction. Principals share information during district-wide administration sessions.

At Beaumont Elementary, we showcase our successes in various ways. Our school and district websites and SchoolTube highlight some technology-integration projects, including Photo Stories, communication with personnel in the armed forces, and book reviews. The monthly school newsletter and the one-page “Beaumont Fast Facts” informational publication are posted on the school’s website. Hard copies of the publications are sent to Beaumont Elementary School families via the school wide, weekly “Tuesday Envelope”. Student work is featured in the “Bulldog News”, a student publication distributed to all Beaumont families, central administrators, and the school website three times per year. Our guidance counselor prints parent information and tips in the school newsletters, and the principal and teachers distribute a weekly, school-wide “Classroom Connections” publication to inform parents of classroom learning focuses.

Beaumont’s staff members continually share knowledge. Sometimes, sharing occurs through Job-Alikes, a professional development model the Green Bay District uses to share with colleagues. At the Northeast Wisconsin Summer Instructional Technology Academy (SITA), our Library Media Specialist presented ideas for using the Interwrite Board (interactive white board). Within our district, she presented a Job-Alike for the Interwrite Board and ideas for bookfomercials. She also helped middle and high school alternative education staff to learn to incorporate Audacity Social Stories (computerized voice audio/visual) into daily instruction. Our Literacy Coach taught residents of the House of Hope (a Green Bay residence for homeless expectant mothers) the importance of reading to children. Our special education and physical education teachers facilitated learning about autism, ADHD, and other medical conditions impacting learning. They also presented on specialized learning tools for students with speech and language, occupational therapy, and/or special behavioral needs. We planned and participated in professional book studies, Collaborative Learning Teams, and visits from other buildings. Additionally, we have observed other Green Bay schools. Our Southwest and West Quadrants’ Music and Physical Education Teachers meet and share information regarding music, movement, health, and wellness, and we partner with our local Bellin Health organization to promote healthy lifestyle habits. As a result, we are creating a song and dance number to reinforce wellness choices. Finally, staff members, students, principals, district administrators, community members, and the Lieutenant Governor gathered together to support a district Fine Arts Initiative.

1. Curriculum:

Beaumont Elementary School's curriculum is based on the Wisconsin State Standards and partial use of the Common Core Standards that go into effect next year. Standards-based achievement data provides the basis for our instructional learning goals.

Beaumont students participate in reading, writing, language arts, math, science, social studies, physical education, vocal and instrumental music, art, guidance, technology, and Tribes Learning Communities. Each subject's scope and sequence promotes balanced student learning. We meet individual learning needs through Readers' and Writers' Workshops, flexible grouping, interventions, compacted/self-paced or cross-grade-level instruction that promotes enrichment and accelerated learning options for high-ability students, differentiated learning centers, and literature discussion groups. By differentiating instruction and integrating technology, we strive to help *all* children achieve benchmarks in preparation for 21st century success.

We collaboratively support the whole child and continually refine instructional practices to positively impact achievement. We eagerly work with professional curriculum advisors such as Cooperative Educational Service Agency (CESA) professionals, math experts Billie Sparks and Caddie Miller, literacy experts Linda Dorn and Carla Soffos, and others. Our Math Content Leader maintains communication between Beaumont, our Southwest Quadrant (geographically assigned ¼ of the Green Bay Area Public School District), and the district. Our Literacy Coach provides professional development opportunities, models instruction, and analyzes data. The Building Leadership Team analyzes data, reveals instructional implications, and shares with the entire staff. Our Literacy Team, grade-level, and Collaborative Learning Team meetings focus on literacy and math. We study research and instructional methods and strategically utilize assessments and data. The special education, ELL (English Language Learners), and social services staff collaborate with classroom teachers and provide whole class, small group, and/or individualized student sessions.

The Gradual Release Model of Instruction is embedded in the Readers'/Writers' Workshop-based literacy curriculum. We teach to children's instructional levels and provide the minimal level of support necessary to foster growth as successful, high-achieving self-regulated learners. We use authentic children's literature, mentor texts that provide powerful examples of specific literary elements, and guided reading texts to maximize instruction and learning. Reading, writing, speaking, listening, and information literacy are embedded throughout the curriculum. Content is often integrated into the Readers' and Writers' Workshops. Our Library Media Specialist supports the curriculum through media/technology instruction, book check-out, reading incentive programs, Battle of the Books team reading competitions, and collaborative teaching opportunities.

Everyday Math, a spiraled curriculum focused on the Wisconsin State Standards, supports the present math curriculum. To match the newly adopted Common Core Standards, however, curriculum revisions, a materials adoption, and subsequent professional development are in process and will be fully implemented in the fall.

Beaumont's science curriculum includes life, earth, physical, and human sciences. Scaffolded inquiry-based learning promotes increased complexity with each increase in grade level. Inquiry-based Einstein kits and field trips to local agencies and organizations foster greater understanding of the curriculum.

The social studies curriculum promotes children's growth into responsible citizens who will serve as informed decision-makers, lifelong learners, and productive employees. Children learn about rights and responsibilities, rules, laws, multi-leveled government, and economics. They study cultural diversity in

various time periods and geographical locations, history and historical impacts, map skills, and more. Field trips to the state capitol and local agencies and organizations enhance the curriculum.

The physical education program supports our belief that healthy bodies generate healthy minds. Children learn to respect and appreciate individuality through positive interaction in physical activity. Teamwork, sportsmanship, motor skills development, exercise, and nutrition provide a balanced physical education experience.

Music education includes significant integration of math, literacy, and content areas as students read lyrics, identify notes and understand their values, and understand music families. Students use technology to research composers and the origin and history of instruments. Movement and wellness activities support kinesthetic coordination, and participation in school musicals provides opportunities to enhance drama and music skills.

Working with a variety of media, the art curriculum develops students' skills of observation as they examine the objects and events of their lives. Their abilities to describe, interpret, evaluate, and respond to work in the visual arts grow through the examination of their own work and that of various people, times, and places.

Beaumont's positive environment also supports student achievement. When students are "caught" meeting or exceeding academic or behavioral expectations, Beaumont Bulldog "Doggone Good" awards are announced, and subsequently, postcards are mailed home. Monthly "All-Star" honors are awarded to students who complete all work, arrive at school on time, and behave appropriately. We also recognize students who meet the grade-level math fact expectations. Teachers individually employ various other systems, as well. We implement movement breaks throughout the day and are in a THRIVE partnership with our local Bellin Health healthcare system. The program encourages students, parents, and staff to THRIVE to be the best we can be.

We believe healthy bodies foster healthy minds, and healthy minds achieve at greater heights! We therefore continually strive to help our students attain curricular standards and benchmarks in any practical, appropriate manner.

2. Reading/English:

Beaumont teachers utilize the balanced literacy workshop framework endorsed by school district officials. Four-year-old kindergarten students experience read-alouds, singing, rhyming, chanting, and other age-appropriate letter and phonemic awareness work. During a 120-minute literacy block, K-5 teachers model, and students practice expressive language and reading strategies through the use of shared, interactive, guided, and independent reading, read-alouds, and written responses. All grades utilize the bookrooms that house fiction and nonfiction materials from various publishers. Grades 3-5 also use Read-About software and a Houghton-Mifflin Anthology accompanied by leveled thematic books.

Grade-level benchmarks identified in the district curriculum and Fountas and Pinnell Continuum provide teachers with a scope of skills and strategies children need to successfully progress through each guided reading level. We administer formal assessments at specified times throughout the year and ongoing as needed. In kindergarten, students are assessed on concepts of print, letter and sound identification, beginning consonants, rhyme, and developmental writing. When they reach a predetermined writing level, they begin guided reading instruction and therefore participate in the Fountas and Pinnell assessments as follows. The Fountas and Pinnell Benchmark Assessment Systems help identify kindergarten through fifth-grade students' independent, instructional, and frustration levels of reading. The assessments provide information on fluency, word accuracy, and three levels of comprehension and also help track progress. Assessment data is used to place students in guided reading, literature discussion, or intervention groups according to levels or specific common needs. Ongoing informal running records and observations are used to monitor progress and flexibly group accordingly.

Specialized services are available to English language learners, and qualified children receive special education services. Kindergarten at-risk readers participate in Assisted Writing, an intervention framework that incorporates reading and writing that prepares them for Guided Reading Plus intervention. Two Reading Recovery teachers provide intensive Reading Recovery intervention to our most at-risk first graders, who then transition to Guided Reading Plus intervention/support from the Reading Recovery-trained Literacy Coach. At-risk K-5 students participate in Guided Reading Plus and/or Leveled Literacy Intervention, and some intermediate at-risk students participate in Comprehension Focus Groups. Despite participation in Reading Recovery and other interventions, a few students ineligible for special education services progress at significantly slow, concerning rates. SRA Direct Instruction materials have recently been purchased to help these at-risk students.

Beaumont School offers opportunities that enhance core learning. The summer leveled reading program, Title I Read-At-Home activities, Read 123 (story time and computer-based learning), Partners in Print family nights that facilitate family reading time, Battle of the Books team reading competitions, Scholastic book fairs, a school library, and classroom libraries all support the core literacy curriculum.

3. Mathematics:

Beaumont's present math curriculum is based on the state's standards. Our yearly building goals always include math goals specifically aligned to the curriculum. We collaborate and differentiate instruction as we persistently strive to ensure higher student achievement.

We utilize Everyday Math, a spiraled curriculum that continually reintroduces concepts to students and therefore helps teachers reach all learners. Supportive manipulatives, games, and Home and Study Links practice materials are included with the program. These materials, coupled with small group support within the classroom and/or Title I support provide means of differentiating instruction. Additionally, we offer extended learning opportunities such as Math Club (computer-based math practice), numerous other computerized math programs, and Gnome Games Night (an academic family board games activity sponsored by our local Gnome Games store). Curriculum modifications, technology integration, and 504 plans (formal classroom modification plans for non-special education children with other handicapping conditions) are also utilized to differentiate instruction. Math flash cards hang on the wall for teachers to use with students waiting in line for bathroom breaks. Students count the money collected for popcorn sold at school, and they have run the school store. All students have the opportunity to answer a primary or intermediate grades "Problem of the Week". Math-related books are available through the school library and bookrooms, and teachers utilize techniques learned from math professionals Billie Sparks and Caddie Miller, both of whom have provided welcomed professional learning opportunities.

In addition to problem-solving, math facts fluency has been one of our focuses since automaticity allows for more efficient problem-solving. Therefore, as a building and quadrant, common local math facts assessments have been developed and utilized. At Beaumont, when students achieve the specified grade-level facts expectations, they receive special recognition.

Complementing the fact fluency assessments are end-of-unit, mid-year, and end-year assessments. The assessment data, daily observations, and use of math journals help teachers identify students' needs and therefore allow for strategic instructional planning and goal setting.

Because the district implements an eight-year curriculum revision cycle, the math program is presently undergoing a materials adoption to support achievement of the newly adopted Common Core Standards. Our building Math Leader and an additional math curriculum representative are involved in the adoption process and continually update the Beaumont staff. District-wide, pilot participants have narrowed the adoption choices. Visits to metropolitan districts presently utilizing Investigations and Expressions are scheduled, as are informational sessions for all teachers. We foresee that with the adoptions of the Common Core Standards, new materials, and extensive professional development, our students' achievement levels will reach new heights!

4. Additional Curriculum Area:

Beaumont staff members integrate technology into daily instruction to meet the diversified learning needs of today's digital natives. Based on the state and National Educational Technology Standards, technology instruction and integration help support our "All learning. All growing." mission. Providing a hands-on visual and/or auditory approach to learning, technology is used to support, enhance, and expand learning.

Because technology motivates students through differentiation, Beaumont continues to strive for a one-to-one student laptop ratio. Presently, we have a desktop computer lab, computers on wheels (COWS), and four mini laptops in each of the fourth- and fifth-grade classrooms. With these computers, along with our document image projectors, interactive white board, flip video cameras, digital cameras, clickers, various software and online programs, and assistance from our Library Media Specialist, students actively participate in collaborative project-based learning. Big 6 research (a six-stage approach to teaching information and technology skills through problem-solving and decision-making) and other projects facilitate differentiation across the curriculum, and the fine arts are increasingly embedded into technology-based content instruction.

The student projects resulting from technology integration are numerous. Music videos focusing on technology were created and entered into last year's eInstruction Classroom Makeover contest. A class that had been communicating with armed forces personnel in Iraq created musical videos for the soldiers and posted them on SchoolTube. Science reports and landform projects were created using Photo Story, and an extensive immigration project resulted in podcasts created through the use of Audacity. Using an instant message format, Web 2.0 tools such as Kidblog are used to discuss books, and students produced Power Point presentations on geographical regions. Speech and Language students or students recording stories sometimes use voice recordings in Microsoft Word, and teachers sometimes use iPod apps for instructional purposes. Finally, while this list is not all-inclusive, the Bulldog News, authored and designed by the students three times per year, is created using Microsoft Publisher and is posted on our school website for all to enjoy. Other student technology usage includes computers for the extended learning Math Club as well as software including FASTT Math, Read 123, Sylvan Dell, Read-About, Kidspiration, Pixie, Weather Whiz Kids, and Type to Learn.

BrainPOP and Safari video streaming provide opportunities for teachers to further support students' learning. Teachers print leveled books from the Reading A-Z site to distribute during our differentiated summertime reading materials pick-up program. To keep families informed, a weekly "Classroom Connections" publication and monthly school newsletters are created and posted online.

5. Instructional Methods:

The Beaumont staff members believe that all students can learn when provided the appropriate support and tools. Students are always at the heart of our decision-making, and we continually collaborate for their benefit. Our collaboration has resulted in the use of common language that facilitates consistent seamlessness. We have also internalized the belief that we are *all* responsible for every Beaumont child. Therefore, instruction geared toward individuals' specific needs is the core of our educational philosophy.

Specific learning needs are met in various ways. Based on Individualized Education Plans, 504 modification plans for students with other handicapping conditions, and data, specific students receive push-in and/or pull-out support from highly qualified staff certified in speech and language, learning or behavior impairments, English language learning, literacy, and/or gifted and talented instruction. During pull-out programs, specialists integrate the core classroom curriculum into instruction, as applicable. Instruction is based on individuals' zones of proximal development and is modified as needed.

The literacy workshop framework includes differentiated instruction via guided practice, one-to-one conferences, and flexible grouping methods utilizing Guided Reading, Literature Discussion, Assisted Writing, Reading Recovery, Guided Reading Plus, Leveled Literacy Intervention, Comprehension Focus Groups, Literacy Centers and Option Boards, and Read-About. Differentiated Every Day Math games are integrated into instruction, and instructional strategies suggested by Caddie Miller and Billie Sparks are incorporated, too. As applicable, math curriculum is compacted, or cross grade-level instruction occurs to facilitate continual academic growth. At-risk reading and/or math students might receive extra support from the Literacy Coach, Title I teacher, or peers. Guided math groups, computerized FASTT Math, and extended learning opportunities such as Read 123 (story time and computer-based learning), Math Club (computer-based math practice), Spanish instruction, and Beaumont Masterminds problem-solving club support instructional needs, as well. A Gnome Games Night introduces families to fun games that support academics and promotes spending quality family time together.

Our Library Media Specialist assists teachers in integrating technology across the curriculum via the use of a computer lab, mobile computers on wheels (COWS), and a few mini laptops. We are working towards a one-to-one mini laptop ratio to further enhance the independent research groups as well as everyday learning. Students are becoming increasingly skilled in the use of digital cameras, flip video cameras, computers, and document image projectors as they create photo stories, voice threads, podcasts, and other technology-based projects that showcase their own learning.

At Beaumont Elementary, a positive learning environment that promotes high yet attainable learning and behavior expectations is apparent. Teachers scaffold instruction according to the gradual release model to cultivate independent, self-regulated learners. Our emphasis on educating the whole child through multiple, differentiated means results in active participation in learning, family involvement, and ever-increasing achievement levels.

6. Professional Development:

Beaumont staff understand the importance of lifelong learning to support continual growth as educational leaders. Constantly striving to improve instructional practices, we participate in professional development opportunities that meet our needs in supporting our students' needs.

The district utilizes the Job-Embedded Collaborative Framework, a standards-based focus on student learning, published by the National School Reform Faculty. Following the Framework, the district provides 23 hours of professional development concurrent with and following the adoption of new materials. Most recently, the district adopted the Fountas and Pinnell Benchmark Assessment Systems. Fourteen hours of vendor training were provided to our K-5 and specially-certified staff members, followed by nine hours of voluntary training the building Literacy Coach provided. With the in-process math adoption and any subsequent adoptions, teachers will be supported through the same model of professional development so that best instructional practices specific to our curriculum will promote our students' achievement levels.

Professional development days are embedded into the school calendar, and staff may engage in additional opportunities and earn professional learning hours, pay, and/or inner rewards. Site visits to other schools within our district allow us to see other buildings' successes, and numerous Job-Alikes (opportunities to learn from colleagues) are initiated and facilitated by our own staff members. The district utilizes My Learning Plan, an online program where staff can submit proposals for professional learning sessions in which others can participate. Three days off are built into the calendar to allow attendance at specific teachers' conventions. Additionally, limited funds are available for those wanting to attend other professional development opportunities throughout the state as well as in Arkansas, where the Partnership for Comprehensive Literacy conferences with which our district is affiliated are held. To ensure alignment with and pertinence to the academic standards, all opportunities must receive prior district approval.

In addition to the aforementioned opportunities, our staff have participated in book study groups, technology integration, math and literacy topics specific to our curriculum, differentiation, behavior training (autism, tantrums, challenging behaviors, etc.), data retreats, grade-level collaboration sessions, collaborative learning sessions, and make-and-takes, to name a few. Our paraprofessionals access the online Paraprofessional Learning Network and participate in various professional learning opportunities with teachers. Specific training is attended to secure or update paraprofessional certification. Specific staff members attend safety, CPR, first aid, and medical dispensing certification trainings, as well.

From custodians to paraprofessionals to teachers, our enthusiastic staff members engage in lifelong learning to provide a safe, respectful learning environment! Our ongoing learning, reflection, and instructional refinement continue to result in improved student achievement.

7. School Leadership:

While the building principal is ultimately responsible for Beaumont, our leadership is based on collaboration. Comprised of the principal, classroom teachers, specialists, and parents, the Building Leadership Team meets once per month to discuss building and district issues, data, events, etc. During monthly staff meetings, this team shares information with fellow staff to facilitate informed, collaborative decision-making. Additionally, Collaborative Learning Teams (CLTs) meet monthly to analyze data, strategically plan for instruction, discuss curriculum, etc. Areas focused on include math, reading, and writing achievement, parent involvement, technology, push-in support model, and behavior, including PBIS (Positive Behavior in Schools).

Our teachers volunteer as quadrant representatives and curriculum leaders, promoting curriculum-related communication. Our Math Leader is involved in the district-level math materials adoption and provides updates on progress and decision-making. Our Literacy Coach informs us of district initiatives, professional learning opportunities, committee progress, etc. She coaches teachers and models lessons, and once per month, she meets with grade level groups and specialists for professional learning, data analysis, and instructional planning. Grade-level team members meet at least twice per month to discuss student progress, plan for instruction, and address specific issues and events. Daily collaboration occurs, and short-term committees and vertical teams have proven advantageous, as well.

We believe that healthy bodies promote healthy minds and greater achievement, and we have therefore become a THRIVE school. Sponsored by our local Bellin Health healthcare system, THRIVE is a partnership that encourages students, parents and staff to THRIVE to be the best we can be. Our THRIVE leadership team includes Bellin Health professionals and Beaumont parents and staff. Together, the team uses the data to plan nutritional, exercise, and medical programs most needed by our Beaumont community members. The team serves as the community liaison and trains staff in the specified areas of need.

Beaumont also has a Consultation Team that meets weekly to discuss specific students' academic or behavioral progress. Our principal participates in district principals' meetings and Southwest Quadrant principals' meetings once and twice per month, respectively. The Beaumont Student Council has been reinstated, and working toward the common goal of a safe, healthy learning environment, the Beaumont Parent Teacher Network (BPTN) has collaborated with the CLT Parent Involvement Team.

Staff leadership encompasses all staff in some capacity. The principal holds weekly meetings with the paraprofessionals, building secretary, and head custodian. The continued provision of a safe, healthy learning environment is always at the heart of these meetings.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Wisconsin Knowledge and Concepts Examination

Edition/Publication Year: 2006-06 - 2009-10

Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient plus Advanced	85	72	76	68	60
Advanced	54	40	29	26	14
Number of students tested	41	43	50	38	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	1	2	2
Percent of students alternatively assessed	5	0	2	5	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	78	67	71	61	43
Advanced	35	33	15	11	7
Number of students tested	23	18	21	18	14
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested	4	2	4	1	1
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested	4	4	6	1	6
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested	5	7	4	8	4
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested	2	6	7	3	5
6. Asian					
Proficient plus Advanced					
Advanced					
Number of students tested	2	2	4	3	2
NOTES:					

11W15

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Wisconsin Knowledge and Concepts
Examination

Edition/Publication Year: 2005-06 - 2009-10

Publisher: CTB McGraw-Hill Pro

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient plus Advanced	88	79	74	74	71
Advanced	59	37	40	37	26
Number of students tested	41	43	50	38	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	1	3	2
Percent of students alternatively assessed	5	0	2	8	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	83	78	62	67	64
Advanced	35	28	21	22	14
Number of students tested	23	18	21	18	14
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested	4	2	4	1	1
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested	4	4	6	1	6
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested	5	7	4	8	4
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested	2	6	7	3	5
6. Asian					
Proficient plus Advanced					
Advanced					
Number of students tested	2	2	4	3	2
NOTES:					

11WI5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Wisconsin Knowledge and Concepts Examination

Edition/Publication Year: 2005-06 - 2009-10

Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient plus Advanced	82	80	66	61	68
Advanced	46	44	26	24	34
Number of students tested	39	50	38	38	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	2	2	2
Percent of students alternatively assessed	0	0	5	5	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	79	67	44	33	61
Advanced	42	33	22	8	28
Number of students tested	19	21	18	12	18
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested	2	3	3	1	2
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested	4	7	1	5	5
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested	7	5	6	6	5
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested	7	7	3	4	1
6. Asian					
Proficient plus Advanced					
Advanced					
Number of students tested	3	4	3	2	1
NOTES:					

11WI5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Wisconsin Knowledge and Concepts Examination

Edition/Publication Year: 2005-06 - 2009-10

Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient plus Advanced	87	78	79	76	82
Advanced	46	44	47	18	32
Number of students tested	38	50	37	38	38
Percent of total students tested	97	100	97	100	100
Number of students alternatively assessed	0	0	2	2	2
Percent of students alternatively assessed	0	0	5	5	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	79	62	67	67	78
Advanced	37	24	44	8	22
Number of students tested	19	21	18	12	18
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested	2	3	3	1	2
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested	4	7	1	5	5
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested	7	5	6	6	5
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested	7	7	3	4	1
6. Asian					
Proficient plus Advanced					
Advanced					
Number of students tested	3	4	3	2	1
NOTES:					

11WI5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Wisconsin Knowledge and Concepts Examination

Edition/Publication Year: 2005-06 - 2009-10

Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient plus Advanced	88	73	69	65	63
Advanced	66	40	23	30	30
Number of students tested	50	40	39	40	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	2	1	2	1
Percent of students alternatively assessed	0	5	3	5	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	89	63	57	47	62
Advanced	62	32	21	27	24
Number of students tested	26	19	14	15	21
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested	2	3	1	2	3
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested	7	1	5	4	0
4. Special Education Students					
Proficient plus Advanced					17
Advanced					8
Number of students tested	5	8	3	8	12
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested	7	4	4	1	2
6. Asian					
Proficient plus Advanced					
Advanced					
Number of students tested	4	4	2	1	3
NOTES:					

11WI5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Wisconsin knowledge and Concepts
Examination

Edition/Publication Year: 2005-06 - 2009-10

Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient plus Advanced	88	83	80	78	84
Advanced	52	33	23	23	42
Number of students tested	50	40	39	40	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	2	1	2	4
Percent of students alternatively assessed	0	5	3	5	9
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	85	68	79	67	81
Advanced	42	37	21	20	33
Number of students tested	26	19	14	15	21
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested	2	3	1	2	3
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested	7	1	5	4	0
4. Special Education Students					
Proficient plus Advanced					58
Advanced					33
Number of students tested	5	8	3	8	12
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested	7	4	4	1	2
6. Asian					
Proficient plus Advanced					
Advanced					
Number of students tested	4	4	2	1	3
NOTES:					

11WI5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient plus Advanced	85	75	71	65	63
Advanced	56	41	26	27	26
Number of students tested	130	133	127	116	123
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	4	6	5
Percent of students alternatively assessed	2	2	3	5	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	82	66	59	49	57
Advanced	47	33	22	16	19
Number of students tested	68	58	53	45	53
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested	8	8	8	4	6
3. Hispanic or Latino Students					
Proficient plus Advanced	87	67	46	50	64
Advanced	40	17	9	10	9
Number of students tested	15	12	11	10	11
4. Special Education Students					
Proficient plus Advanced	40	25	23	14	13
Advanced	13	5	8	0	4
Number of students tested	17	20	14	22	21
5. English Language Learner Students					
Proficient plus Advanced	75	59	64		
Advanced	31	12	14		
Number of students tested	16	17	14	8	8
6. Asian					
Proficient plus Advanced		60			
Advanced		30			
Number of students tested	9	10	9	6	6
NOTES:					

11W15

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient plus Advanced	88	80	77	76	79
Advanced	52	38	38	26	32
Number of students tested	129	133	127	116	123
Percent of total students tested	99	100	99	100	100
Number of students alternatively assessed	2	2	4	7	8
Percent of students alternatively assessed	2	2	3	6	7
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	82	69	68	67	76
Advanced	38	29	29	18	23
Number of students tested	68	58	53	45	53
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested	8	8	8	4	6
3. Hispanic or Latino Students					
Proficient plus Advanced	87	67	55	70	73
Advanced	20	0	9	0	18
Number of students tested	15	12	11	10	11
4. Special Education Students					
Proficient plus Advanced	47	35	23	36	39
Advanced	7	0	8	5	22
Number of students tested	17	20	14	22	21
5. English Language Learner Students					
Proficient plus Advanced	88	41	64		
Advanced	0	0	14		
Number of students tested	16	17	14	8	8
6. Asian					
Proficient plus Advanced		30			
Advanced		10			
Number of students tested	9	10	9	6	6
NOTES:					

11W15